DOCUMENT RESUME

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By-Lloyd, Helene M.

Operation Upgrade: An In-Service Training Program to Supplement the Development of a Curriculum for the Multi-Racial Schools in New York City to the End That Intergroup Relations May Be Improved.

New York City Board of Education, Brooklyn, N.Y.

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An inservice training program was conducted by the New York City Board of Education in a school district in the South Bronx section of the city with an ethnic minority pupil population of 68 percent. The objectives were to improve intergroup relations, to help teachers to respond positively to problems posed by desegregation, and to gain parent and community support of the schools. Participants in the eleven orientation and sensitivity workshop sessions were 110 administrators, supervisors, teachers, parents, and college seniors who were prospective teachers in slum schools. Consultants and Board of Education workshop production specialists gave lectures and led small-group interaction sessions. It is felt that the results of this program were "inspiring." The document lists the staff, describes the process of selecting participants, and includes a summary of the final evaluative questionnaire. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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OPERATION UPGRADE

An in-service training program to supplement the development of a curriculum for the multi-racial schools in New York City to the end that intergroup relations may be improved.

Submitted by

Mrs. Helene M. Lloyd
Acting-Deputy Superintendent

Grant Number
E-241
P.L. 88-352, Title IV, Section 405
The Civil Rights Act of 1964

Dr. William P. Dorney
Director

Grantee

New York City Board of Education
110 Livingston Street
Brooklyn, New York

The Project Reported Herein Was Supported by A Grant from the U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education

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ABSTRACT

OPERATION UPGRADE — An in-service training program to supplement the development of a curriculum for the multi-racial schools in New York City to the end that intergroup relations may be improved.

Submitted By: Mrs. Helene M. Lloyd
Acting-Deputy Superintendent of Schools
New York City Board of Education

Grant Number: E-241, Public Law 88-352, Title IV, Section 405, Civil Rights Act of 1964

Director: Dr. William P. Dorney, Principal, P. S. 188, Bronx

Grantee: New York City Board of Education

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PURPOSE:

1. *Sensitivity:*
   To dispel myths and correct misconceptions of different ethnic minority groups and to promote the positive acceptance of differences and similarities among all peoples.
2. *Instruction:*
   To assist teachers in the acquisition of knowledge, skills and understanding necessary to respond in a positive fashion to the many problems incident to desegregation.
3. *Community:*
   To gain the understanding and support of the parents and community leaders concerning the schools' program, to the end that the school's function might better serve the community and its children.

PROCEDURE:

1. *Intensive orientation and sensitivity workshops and seminars will be conducted on Saturdays and weekdays at a selected school in the district.*
2. *A comprehensive program of community education and involvement will be instituted as a means of articulating our broad objectives and obtaining support for the schools' programs.*

ABSTRACT - Continued

RESULTS AND CONCLUSIONS:

This phase of our program encompassed a total of 110 participants — administrators, supervisors, teachers, parents and college seniors. This cross-section of participant personnel was a vitalizing and necessary dimension to this phase of the program. It provided the forum for dialogue and communication among a large segment of our school community who are ultimately responsible for the quality of education our children receive.

It was most appropriate that this dialogue ensue in the light of current racial tensions endemic to our local and surrounding communities. Special emphasis was placed on developing positive intergroup relations with attention to solving some of the problems faced by the professional staff in educating ethnic minority group children.

The results were inspiring in that the participants were able to make positive contributions and offer viable solutions to problems of increasing concern to educators.

The conclusions, therefore, present an optimistic picture — when dialogue between parents and the professional staff of our school system ensues, in an atmosphere conducive to freedom of expression, then the channels for meaningful communication which open provide an opportunity for a cooperative resolution to the problems of mutual concern. Thus, it follows that attitudes and behaviors undergo close scrutiny to the end that the necessary adjustments to a viable teaching-learning situation are eventually obtained.

THE PROBLEM

The schools in District 8 of the South Bronx represent a cross-section of the schools in New York City as a whole so far as problems incident to desegregation are concerned. Those problems which tend to dilute and diminish the effectiveness of this educational sub-system might be more clearly defined and summarized in the following broad categories:

a. Sensitivity: Lack of understanding of the differences between the value systems of different racial and class subcultures in the community.
b. Instructions: Generally ineffective classroom techniques, practices and skills to deal realistically with the special problems of minority group children.
c. Community: Increased demands by parents and community leaders to share in the "control" of schools; inadequate community understanding and support for the schools' programs.

These problems have been aggravated by the geographical and psychological confinement imposed upon the recent immigrant population. Although the area is experiencing a constant influx of Southern Negro and Puerto Rican families, a fair portion of the former migrant population remains, concentrating largely on the periphery. In general, the new residents move into the older residential areas of the community, thus creating enclaves of cultural and economic deprivation. With this coalescence of ethnic, racial and socio-economic groups in certain areas of the district, an increasing number of de factor segregated schools are dreated. The ethnic minority pupil population now constitutes 68.5% of the total school population in District 8.

With the New York City Board of Education's pursuit of forthright and creative innovations to implement and reinforce the concept of integrated quality education, Operation Upgrade is in the vangaurd of addressing itself to the pressing need for positive psychological tools which administrators, supervisors, teachers and all school-related personnel require to the end that intergroup relations might be improved. The very nature of our culturally pluralistic society imposes on us the necessity of divesting ourselves of irrational prejudices, biases and misconceptions if we are to be effective in achieving warm, positive relationships with children and colleagues who are different from us in some ways, yet so similar in basic respects. Moreover, the acceptance of our value as human beings and, at the same time, the acceptance of the values of difference and similarity among us, will give us the courage to be different.

Operation Upgrade is designed to promote the ideals which will inspire and encourage teachers to help children develop into alert, functioning members of our society with the ability to think critically and make meaningful evaluations of the world in which tyey live. This will lead to an appreciation of all that is good in our soceity and a desire to improve those areas which need improvement.

GENERAL STATISTICAL INFORMATION

District 8:

a. Number of schools: 26
(17 elementary; 5 junior high; 1 intermediate; 2 special; 1 high school)

b. Number of teachers and supervisors: 1,694

c. Number of pupils: 31,706

d. Percentage of ethnic distribution -- (District-wide)

(1) Teachers:
Negro and Puerto Rican -- 11.5%
"Others" -- 88.6%

(2) Pupils:
Negro and Puerto Rican -- 68.5%
"Others" -- 31.5%

e. Summary of ethnic distribution -- (By schools)

(1) Teachers:

18 schools	=	0%	- 10%	Negro and Puerto Rican
5 schools	=	11%	- 20%	Negro and Puerto Rican
3 schools	=	21%	- 35%	Negro and Puerto Rican

(2) Pupils:

3 schools	=	0%	- 25%	Negro and Puerto Rican
4 schools	=	26%	- 50%	Negro and Puerto Rican
7 schools	=	51%	- 75%	Negro and Puerto Rican
12 schools	=	76%	- 100%	Negro and Puerto Rican

OBJECTIVES:

1. *Sensitivity:*
   a. To dispel myths and correct misconceptions of different ethnic minority groups and to promote the positive acceptance of differences and similarities among all people.
   b. To understand the characteristics of an impoverished community and the nature, causes, and effects of cultural deprivation.
   c. To assist all school-related personnel in finding new, creative and meaningful ways in working with parents from different ethnic and educational backgrounds.

2. *Instruction:*
   a. To assist teachers in the acquisitino of knowledge

skills and understanding necessary to respond in a positive fashion to the many problems incident to desegregation.

b. To help guidance counselors in the acquisition of basic guidance skills needed to prepare minority group children, psychologically, for full participation in a multi-racial society.

3. Community:
   a. To gain the understanding and support of the parents and community leaders concerning the schools' program, to the end that the schools' function might better serve the community and its children.
   b. To disseminate information on the schools' programs as a bridge in the gap of communication and cooperation.
   c. To involve all segments of the community in the total life of the school.

PROCEDURES:

Type of Program:

The in-service training program as described in the proposal utilizes a variety of methods and approaches in order to provide impact and reinforcement. In addition to the services of the workshop production specialists who are licensed staff members of the New York City Board of Education, outside consultants, depending on their areas of specialty and competency, were invited tomake certain contributions to our program.

The program embraced the following general features:

1. Intensive orientation and sensitivity workshops and seminars were conducted for 15 consecutive days, in the area of intergroup relations.
2. Consultants lectured and interacted with participants in large and small group settings on selected topics of vital concern.
3. Participants reflected a cross-section of all school-related personnel, including administrators, supervisors, teachers, parents, school-aides, officers of the local school board and parent organizations, and college seniors (teachers-in-training), and other district personnel.
4. The participants were subdivided into groups according to their background and experience for small group interaction.

5. A comprehensive program of community education and involvement will be instituted as a means of articulating our broad objectives and obtaining support for the schools' programs during the Spring of 1968.
6. "Arm-Chair Seminars" will be conducted for parents who fail to participate in Parent Association activities, as a means of educating the community also during the Spring of 1968.
7. Curriculum specialists are continuing to refine, collate and develop cooperatively with selected participants who will experiment in the classroom with materials such as resource and teaching units in the areas of civil rights, civil responsibilities and intergroup relations. This will involve a total of 370 teachers and 30 schools who will experiment with the materials mentioned herein.

Program Content:

The following skills were emphasized by using a variety of techniques, activities and experiences:

1. Coping with personal biases and prejudices, if any, that may tend to dilute the effectiveness of wholesome teacher-pupil-parent relationships.
2. Learning how to work and communicate with parents from varions ethnic, educational and economic backgrounds.
3. Working with minority youth problems as they relate to intergroup relations.
4. Understanding the nature of poverty and the concomitant problems which might incapacitate the learner and suppress motivation.
5. Analyzing, defining and clarifying some of the sociological, psychological and educational problems in teaching Negro and Puerto Rican children.
6. Learning community needs and resources in order to create a favorable teaching-learning situation.
7. Understanding basic concepts and underlying issues in civil rights, civil liberties, civil responsibilities and intergroup relations.
8. Assessing the attitudes of pupils and parents toward the school and its faculty; the attitudes of the faculty toward the schools' children and its community

Guidelines will be developed in the Spring of 1968 to enhance the implementation of the district's programs for quality education and will encompass, among others, the following features:

1. *Behavior problems and management strategies.*
2. *Basic guidance skills in preparing minority group children psychologically for full participation in a multi-racial society.*
3. *New methods and procedures for organizing the school and classroom for instructional quality.*
4. *Suggested practices and programs in intergroup relations.*
5. *Lesson plans, resource units and other supplementary resource materials in the area of civil rights, civil responsibilities and intergroup relations.*
6. *Suggested practices for working with parents and community agencies.*
7. *New techniques and "know-how" for the classroom teacher in teaching minority-group children.*

Methods:

The following diversified methods and approaches were utilized for the training of the participants in order to reinforce and intensify the dynamics of this program:

1. *Panels*
2. *Discussion Groups*
3. *Buzz Sessions*
4. *Role-Playing*
5. *Lectures*
6. *Field Trips*
7. *Recordings and Films*
8. *Home Visitations*
9. *Feedback Reports*
10. *Television*
11. *Dramatic Presentations*
12. *Classroom Demonstrations*

Ample time was provided for participants in various activities to discuss pertinent problems and to receive counsel by our workshop production specialists regarding many problems confronting the participants' respective schools. Outside consultants were used as resource persons to assist with special problems, such as community relations experts, psychologists, lawyers, "grass roots" community leaders and educators. (See Appendix A)

The Staff:

The following persons, who are fully licensed personnel of the New York City Board of Education, were responsible for the operation of the program:

Dr. William P. Dorney, Director;
Miss Mary P. Smither, Assistant Director;
Mrs. Leonor Watson, Curriculum Specialist.

(See Appendix B for qualifications and background information.)

a. *Workshop Production Specialists*

These staff members (part-time) were selected from among the ranks of the former participants, based on their preparation and special insights in the area of intergroup relations, and are also licensed personnel of the New York City Board of Education. They were directly responsible for conducting small group sessions and serving as resource persons in these discussions. Their assignments included small group progress reports, contributions to the program's News Report, and suggestions for vitalizing activities and improved procedures deemed necessary for the efficacy of the program. (See Appendix B)

The Participants:

Selection Variables:

1. *The selection of teachers and supervisors represented a cross-section of the following variables:*
   a. *Equitable school representation within the district.*
   b. *Grade level.*
   c. *Subject areas (or background).*
   d. *Years of experience.*
   e. *Sex.*
   f. *Ethnic origin.*
   g. *Recommendation of subject principal.*

2. *The selection of parents represented a cross-section of the following variables:*
   a. *Equitable representation of schools within the district where they have children in attendance.*
   b. *Affiliation with Parent organizations of the district schools.*
   c. *Years in the community.*
   d. *Influence in the community.*

3. *The selection of college seniors who are future teachers represented a cross-section of the following variables:*
   a. *Equitable distribution of students who are committed to teaching in District 8.*
   b. *Equitable distribution of colleges and universities in the city.*

c. Ethnic distribution.
d. Recommendation by the Deans of various colleges represented.

Applicants who were not selected for the first available openings were placed on standby as "alternates" who were pulled into the program as vacancies occurred.

EVALUATION:

Interim evaluation procedures were organized in the following manner:

1. Participants submitted informal evaluation sheets on each session.
2. Staff members evaluated sessions and activities that were programmed for the day and the level of the interaction by the participants.
3. An evaluation committee was selected to draw up an evaluation summary format which was distributed to each participant who, in turn, evaluated the total program. These findings were collated and distributed to participants and other interested parties. (See Appendix C)
4. The staff was evaluated informally by the program director and assistant director at staff conferences.

COURSE STRUCTURE:

PHASE III — All Grade Levels.
July 10 - 28, 1967
15 days, 9:00 A.M. — 1:00 P.M.

DISSEMINATION:

1. Interim progress reports of this program were disseminated throughout the school system, community district, and city as follows:
   a. Board of Education Bulletins
   b. News media
   c. Live and taped radio and televison programs
   d. Speakers at conferences, staff meetings, parent meetings, community meetings and local civic organizations.
   e. Word of mouth by participants, staff and consultants
   f. Periodic news letters and informal mimeographed reports.

2. *Formalized reports were submitted to the Office of Education as required by the Equal Opportunities Program.*

3. *Periodic conferences were held with the investigator, Mrs. Helene M. Lloyd, the co-investigator, Mr. Stuart C. Lucey, and the staff of the project for purposes of disseminating modifications in the program.*

APPENDIX A

CALENDAR OF EVENTS

July 12 -- *Panel: THE PEOPLE'S BOARD OF EDUCATION*
Rev. Milton Galamison, Moderator

July 13 -- *VISITATION -- RIKER'S ISLAND (Penal Institution)*

July 14 -- *Panel: INNOVATIONS IN EDUCATION*
Mrs. Dorothy Jones, Director,
Office of Church and Race Protestant Council
Moderator

July 17 -- *SPANISH ORIENTATION*

July 18 -- *Panel of Attorneys: DEVELOPING CONCEPTS IN CIVIL HOURS*
Herman B. Gerringer, Esq.,
Moderator

July 19 -- *Panel of Attorneys: DEVELOPING CONCEPTS IN CIVIL RIGHTS*
Herman B. Gerringer, Esq.,
Moderator

July 21 -- *DIALOGUE: Mr. Albert Shanker, President U.F.T.,*
Miss June Shagaloff, Director of Education,
NAACP

July 22 -- *Dr. Samuel Shepard, Ass't Superintendent, Banneker Group,*
St. Louis, Mo.

July 24 -- *VISITATION: COURTS (Family, Criminal, Juvenile)*

July 25 -- *Miss Anna Picart, Superintendent of Schools, Rio Piedras,*
P.R.

July 26 -- *Dr. Dan Dodson, Director, Center for Human Relations, N.Y.U.*

APPENDIX B

STAFF PROFILES

William P. Dorney
Director, Operation Upgrade
Principal, P. S. 188
Youth House, Bronx

Educational Background: B.S., Fordham, M.A., Ph.D., New York University. Experience: Teacher 10 years; Guidance Counselor, 1 year; Assistant Principal, 1 year; Principal, 7 years; Lecturer, Queens College, City University of New York, Dept. of Psychology; Adjunct Assistant Professor of Education Psychology, New York University Graduate School; Adjunct Assistant Professor of Education Psychology, Fordham University, Special Education; NDEA, Institute for Advanced Studies and Reading, New York University; Educational Consultant, Youth Council Bureau, State of New York; Reading Consultant, School Volunteers of The Shelters; Educational Consultant, New York State Division For Youth; President of 600 School Principals' Assoc.: Membership: A.P.A.; E.P.A.; International Reading Assoc.; National Council of Crime and Delinquency; Council for Exceptional Children.

Mary P. Smither
Assistant Director
Operation Upgrade

Educational Background: B.S. Maryland State College Division of the University of Maryland; M.A. New York University; Study, American University, Washington, D.C.; Licensed Assistant to Principal Elementary Schools. Experience: Has taught at the L.L. Redding Comprehensive School, Middletown, Delaware; Cooperating Teacher, Delaware State College, Consultant Teachers Workshop of the Delaware State Education Association, Member, District Curriculum Committee and Coordinator, District Speech Tournament, Middletown, Delaware; also taught at JHS 35, Brooklyn; served as a member of Staff Relations and Higher Horizons Committees; Advisor, Yearbook; Counselor, Federation of Handicapped; Consultant, Career Conference, Delaware State College, Maryland State College and JHS 35, Brooklyn; Former Executive Assistant to Assistant Superintendent in charge of Integration Programs, Board of Education.

Leonor J. Watson
Curriculum Specialist
Operation Upgrade

Educational Background: B.S. University of Panama; B.S., M.A., Teachers College, Columbia University; Ancillary License, Spanish, in Day Elementary School; Coordinator, Higher Horizons Program. Experience: has taught Spanish, J.H.S. Panama Canal Zone; Principal-Supervisor of

Student Teaching, LaBoca Normal Training School, Panama Canal Zone; P.S. 170, Manhattan, N.E. Coordinator, Acting Assit to Principal; participated in Human Relations Workshop in Puerto Rico and served as a member of the District Social Studies Committee 1963-65. Also, Instructor, In-Service Course for Teaching N.E. Pupils in Elementary Schools.

Lorenza Washington,
Workshop Production Specialist
Assistant to Principal
P. S. 21, Queens

Educational Background: B.A., M.A., Hunter College. Experience: Teacher, P. S. 103, Manhattan, P. S. 221, P. S. 184, Queens. Has served on the following committees: Faculty Conference, Curriculum, Staff Relations, Programmed Instructions, Textbook Appraisal for Social Studies and Human Relations; Assistant Principal, P. S. 184, Queens; Supervisor, Operation Headstart; Organized and conducted the Instrumental Music Program and Workshops for parents; Participated in the Individualized Reading Program at P. S. 221, Queens; Former UFT Delegate.

Spencer Jameson,
Workshop Production Specialist
Educational Consultant, Horace Mann Institute,
Teachers College, Columbia University

Educational Background: B. S., City College, M.A., New York University, Center for Human Relations; Additional Study in African History. Experience: Served as Reading Consultant, Volunteers for the Shelters, Inc., Program Unit Supervisor and Coordinator, New York State Division for Youth; Supervisor and Group Worker, Lenox Hill Neighborhood Ass'n; Instructor and Assistant Dean of Men, St. Pauls College; Street Club Worker, N. Y. City Youth Board; Promotional Representative, Atlas Pacific Engineering; Social Investigator, N. Y. City Dept. of Welfare; Coordinator and Supervisor, City College Community Service Division.

Howard J. Irvin
Workshop Production Specialist
Guidance Counselor-Teacher, P. S. 188, Bronx

Educational Background: B. S., Virginia Union University, M.A. Guidance, New York University, Study, Temple University, Philadelphia, Pa. Experience: Youth Director, Judson Church, New York City; Has served as Supervisor, Youth House, Inc., Formerly, Assistant Dean of Men, Fisk University, Nashville, Tennessee.

Seymour Gray, Workshop Production Specialist
Assistant to Principal, P. S. 43, Bronx

Educational Background: B.A., City College; M.A., (2) Teachers College, Columbia University; Doctoral Candidate, New York University.
Experience: Teacher, P. S. 24, Queens; J.H.S. 10, Queens; P.S.1, Queens; Has taught graduate course at Queens College, Department of Geology and Geography; Assisted with writing of Board of Education Bulletin, Map and Globe Skills.

Mary F. Boland, Workshop Production Specialist
Teacher, P. S. 14, Bronx

Educational Background: B.A., M.A., Hunter College
Experience: Teacher, Westwood Elementary School, P.S. 14, Bronx.

Howard Berger, Workshop Production Specialist
Teacher, P. S. 146, Bronx

Educational Background: B.A., Brooklyn College; Graduate Study, New School of Social Research. Experience: Formerly with Crowell, Collier and MacMillan Publishers, Advertising Department; Treasurer of Village Independent Democrat and member of Executive Committee; Teacher, 5th Grade, P.S. 146, Bronx; active in Civil Rights Organizations, such as CORE: NAACP.

Marie Perrault, Workshop Production Specialist
Teacher, P. S. 187, Bronx

Educational Background: B.A., Hunter College; Graduate Study, Teacher Educational Program, Hunter College. Experience: Acting Supervisor, Division of Child Accounting, Board of Education, Teacher, JHS 59, Queens; Formerly Secretary United Neighbors Civic Association.

William O'Brien, Workshop Production Specialist
Teacher, JHS 123, Bronx

Educational Background: B.A., St. John's College; M.A., New York University. Experience: Supervisor, Tri-State Transportation Committee; Teacher, Rhodes School; Teacher, Upward Bound Project; Queens College; Instructor, U.S. Army Troop Information.

Evelyn Hernandez, Workshop Prodxtion Specialist
Teacher, JHS 52, Bronx

Educational Background: B.A. Hunter College; Graduate Study, Hunter College. Experience: Teacher, JHS 52, Bronx, 3 years; Cooperating Teacher with Peace Corps Trainee Program; Department of Orientation -- teaching English to Non-English Speaking people.

Fifi Rogers, Workshop Production Specialist
Teacher, P.S. 188, Bronx

Educational Background: B.A., Langston University; Graduate Study, New York University; CCNY, Hunter College, University of Colorado. Experience: Taught at P.S. 40, Queens; has served as Assistant Director of Merrick Community Center, 2 years; Director, Day Camp for Child Service League of Queens, 3 years.

Arthur Rothman, Workshop Production Specialist
Teacher, P. S. 133, Bronx

Educational Background: B.S., CCNY, has earned 60 credits above Baccalaureate Degree in Education. Experience: Teacher, JHS 133, Bronx, 9 years; taught Adult Education, P.S. 60; Taught at Youth House, Bronx, Operation Second Chance, Board of Education Welfare Program.

Rudolph Simpson, Workshop Production Specialist
Teacher, P. S. 188, Bronx

Educational Background: B.S., New York University; M.A., Columbia University. Experience: Supervisor, New York City Youth Board; Physical Education Director, Harlem YMCA; Assistant to Program Director, Children's Center, Department of Welfare; Recreation Leader, Children's Recreation, Bellevue, Inc.; Teacher-in-charge, Bureau of Community Education; Recreation Group Worker, Youth House; Dance Coordinator, New York City Youth Board; Teacher and Guidance Coordinator, P. S. 618, Bronx; Audio-Visual Aids Coordinator, P. S. 188, Bronx.

Seymour Tashker, Workshop Production Specialist
Teacher, JHS 125, Bronx

Educational Background: B.S., M.S. CCNY. Experience: Teacher, Industrial Arts, JHS 125, Bronx; Teacher (5 years) in the Operation Second Chance Program — A program designed to help people with a poor educational background to improve in oral and written English, also their ability to qualify for gainful employment.

Irwin Reiss, Workshop Production Specialist
Teacher, JHS 125, Bronx

Educational Background: B.A., Long Island University; Candidate for M.A., Columbia University. Experience: Teacher and Acting-Chairman, Corrective Reading Department; Teacher, After-School Tutorial Program.

APPENDIX C

FINAL EVALUATION — PHASE III

Ladies and Gentlemen:

The following items represent a summary of the evaluation reports submitted by 110 workshop participants in Phase III. Because of the subjectivity of the various comments, an attempt has been made to classify and collate these items in the order of frequency, ranging from most favorable to least favorable. The frequency of comments reflects the numerical summations designated under columns "Yes" - "Partly" - "No" — "No Response."

William P. Dorney
Director

	Yes	Partly	No	No Response
A. Attitudes:				
1. Has this Project caused changes in your attitudes —				
a. towards teachers?	39	30	31	10
b. towards supervisors?	29	23	38	20
c. towards parents?	44	25	16	25
d. towards children?	53	16	16	25
2. As a result of the Project's interest in minority groups —				
a. Are you more aware of their problems?	71	18	27	—
b. Are you more emotionally involved?	58	28	10	14
c. Do you have more date upon which to base future thoughts and actions?	48	12	10	40
B. Speakers:				
1. Was there a sufficient balance of speakers —				
a. Representing the teacher's and school system's point view?	34	14	49	13
b. Representing the community?	47	29	21	13
c. Representing the legal field?	48	41	18	3
d. Representing the parents?	45	17	35	38

2. *Speakers were rated on the basis of the following criteria:*

_____ *interesting and provocative*
_____ *spoke to assigned topic*
_____ *informative and knowledgeable on subject*
_____ *quality of interaction with participants*

Scale: 5 — superior; 4 — very good; 3 — good; 2 — fair; 1 — poor.

	RATING
SESSION I:	
Mrs. Carmen Dinos, Director of Education, Commonwealth of Puerto Rico	4+
SESSION II:	
Mrs. Duboulay, Former President, Parents Association, P. S. 125-36, Manhattan	4+
Mrs. Suki Ports, Former Member, Local School Board, District 4, Manhattan	4+
Mrs. Beatrice Bowers, Member, Parents Association, P. S. 125 - 36, Manhattan	3+
Mrs. Maude Katz, Former Chairman, Boycott Committee, P. S. 125-36	4
SESSION III:	
Rev. Milton Galamison, Pastor, Siloam Presbyterian Church, Chairman, People's Board	4+
Mrs. Babette Edwards, Member, Planning Board, I.S. 201, Manhattan	3+
Mrs. Mencher	2+
Mrs. Suki Ports, Member, People's Board	4+
SESSION IV: *(Visitation - Riker's Island)*	
Capt. Lorenz, Officer-in-charge	4
Mr. Andriacchi, Principal, P. S. 189	3+
Mr. Jaffe, Principal, Manpower Development Training	3
Panel of Inmates	3+

SESSION V:

Mrs. Dorothy Jones, Moderator, Director, Office of Church and Race, Protestant "Council	4+
Dr. Long, Prof. of Education, Brooklyn College	4
Mr. Andrew Donaldson, Art Supervisor, Board of Education, Interim Chairman, Community Planning Board, IS 201	3

SESSION VII: (Panel of Attorneys)

Herman B. Gerringer, Esq., Moderator, Director New York Assoc. of Trial Lawyers	3+
Ralph Shapiro, Esq., Counsel for Trade Unions, specializing in labor law	4
Moses Weinman, Esq., Specializing in legal rights of welfare clients	4
Samuel A. Neuberger, Esq., Trial Counsel in Criminal Law and Civil Liberties	4+
Barney Rosenstein, Esq., Specializing in housing	4

SESSION VIII: (Panel of Attorneys)

John E. Silverberg, Esq., Specializing in education cases	4
David Lubell, Esq., Specializing in Appellate Practice	4
Sandford Katz, Esq., Specializing in Constitutional Law	4
Father Robert Drinan, Esq., S. J. Dean, Boston College Law School	4+
Kenneth Clarke, Esq., Executive Secretary, National Lawyers Guild	4

SESSION X:

Mr. Albert Shanker, President, U.F.T.	5
Miss June Shagaloff, Director of Education, N.A.A.C.P.	5

SESSION XI:

Dr. Sam Shepard, Asst. Supt of Schools, Banneker Dist., St. Louis, Mo.	5

SESSION XII:

Miss Anna Picart, Asst. Supt. of Schools
San Piedros, Puerto Rico 3+

SESSION XIII:

Dr. Dan Dodson, Director, Human Relations Center, N.Y.U. 4

	Yes	Partly	No	No Response
Do you believe that the form of questioning following speaker's presentation at the large group session encouraged an outspoken few to monopolize the speaker's attention?	49	33	18	10
Should questions addressed to the guest speaker be submitted in writing so that timid members will be encouraged to participate?	50	12	24	24

C. *Topics:*

1. *Were the topics covered during the session relevant to the theme of the project?* 68 54 11 —
2. *The following topics were presented and discussed:*
   a. *"Building Bridges to Better Understanding"*
      1) *"The P.S. 125-36 Controversy: Decentralization.*
      2) *"Understanding the Puerto Rican Culture and Its Contribution to Society"*
      3) *"The People's Board of Education: Its Philosophy and Role in Urban Society"*
      4) *"New Ideas in Education: The Value of Experimentation"*
   b. *"Developing Concepts in Civil Liberties and Human Relations."*
      1) *Discrimination in Employment Opportunities: The Legal and Ethical Aspects of 'Benign Quotas'"*
      (Should There be Preferential Treatment of Negro and Puerto Rican Job Applicants?)
      2) *"Civil Rights of Welfare Clients."*
      (Public Assistance - a Constitutional Right or a Privilege? Protection against Invasion of Privacy")
      3) *"Elimination of Racial Imbalance in Public Schools"*
      (The Constitutional Background for Legislative, Judicial, and Administrative Efforts to Enforce School Integration)

4) "Arrest and Trial: Constitutional Protections."
("Police Investigation and Interrogation, Confessions; Identification; The Right to Counsel")
5) "Racial Discrimination in Housing"
("Should there Be Preferential Treatment for Minority Groups in Public Housing")
6) "De Factor School Segregation: Ghetto Schools and Quality Education"
("Increasing Participation of Parent Groups in School Administration")
7) "First Amendment Rights"
("Students and Their Rights to Dissent from Authority. Forms of Dissent Protected by the Constitution")
8) "First Amendment Rights"
("Selective Service Law and the Constitutional Right to Dissent from Governmental Policies")
9) "First Amendment Rights"
("Civil Disobedience: Is There a Constitutional Right to Violate an Immoral Law?")
10) "First Amendment Rights"
("Freedom of Speech and Assembly; Demonstrations and Picketing for Civil Rights of Negroes")

c. "What Can Schools do To Promote Qaality and Equality in Ecuation?"
1) "Crises in Education"
2) "Operation Motivation: A self-help program for Disadvantaged Children"
3) "Understanding Our Spanish Neighbors"
4) "Challenges and Implications for Pupils, Parents, Supervisors and Teachers"
5) "Where Do We Go From Here?"

3. Which topics would you have added?
a. "The Role of Education in Our Society"
b. "Civil Responsibilities"
c. "Radical and Civil Rights Movements and Their Effect on the Communities"
d. "What Specific Practices can We Promote in Our Own Classes or Environments to Promote Better School-Community Relations"
e. "How Can Teachers Get Respect From Their Students?"
f. "The Study of Other Minorities in Relation to the Negroes and Puerto Rican"
g. "How to Help the Disruptive Child"
h. "The Impact of Social Legislation on the Home and School"
i. "Improving Teacher-Administrator Relations"
j. "Controls Over Teacher and Administration by Law and Contract"
k. "Why are White Teachers Afraid of Negro Boys?"
l. "The Underlying Causes of Racial Discrimination"
m. "Motivational Techniques and Curriculum Improvement"
n. "The Conservative Views the Crises in Education"

4. Which topic would you have deleted?
   a. None
   b. "The P.S. 125-36 Controversy"
   c. "Developing Concepts in Civil Rights""
      (Panel of Attorneys for one session)
   d. "New Ideas in Education: The Value of Experimentation."

D Activities:

	Yes	Partly	No	No Response
1. Would you like to see the small group activities curtailed so that more time for large group interaction with the speaker could be made available for large group sessions?	19	15	69	7
2. In connection with thesmall group assignments:				
a. Were you satisfied with your group placement?	83	21	6	—
b. Would you have preferred to change your group assignment on a scheduled basis?	32	7	48	23
3. Do you feel that the trips made you aware of anything that --				
a. You were not previously aware of	73	11	11	15
b. You could have learned as easily from our speakers and reading material?	12	11	59	28

4. Which was the most meaningful trip?
   a. All were very important
   b. Home visitations
   c. Rikers Island
   d. I.S. 201, Manhattan
   e. The Courts
   f. Youth House
   g. Community Resource Center
   h. East Harlem
   i. Metro North Relocation Center
5. Which was the least meaningful trip?
   a. None
   b. Metro North Relocation Center
   c. Courts
   d. Home Visitations
6. List suggestions for future trips?
   a. More slum areas
   b. Summer playgrounds
   c. Office of the Commonwealth of Puerto Rico
   d. Lincoln and Morrisania Hospitals
   e. Police Station
   f. Welfare Centers
   g. Rehabilitation Center for Youth Addition

		Yes	Partly	No	No Response
E.	**Materials:**				
1.	Were the materials received during the course —				
	a. Helpful?	70	21	6	13
	b. Sufficiently varied?	54	26	8	22
	c. Timely?	63	18	6	24
	d. Balanced?	36	29	14	31
2.	Should books and pamphlets be required reading as a basis for discussion?	38	20	25	37
F.	**The Program:**				
1.	Did this program help improve human relations within your small group?	56	30	11	13
2.	Do you think other teachers, parents, and future teachers need a similar workshop?	90	9	0	11
3.	Did parents and college students feel that they could contribute equally to discussion?	74	24	22	—
4.	Did you think that this program motivated our college students to teach minority group children?	48	36	15	11
5.	Has the program increased teacher's understanding and appreciation of the role of the parent at home in educating children?	48	45	4	13
6.	Has Operation Upgrade improved communication between parents and teachers?	50	41	5	4
7.	Has this program increased the parents' understanding of the functions and operations of the school?	48	36	12	14
8.	Do you think that you will share your experiences in Operation Upgrade with others in your school and community?	73	4	1	32
9.	Please indicate the name of your group leader: _____				
	a. Do you feel that your group leader was:				
	1) enthusiastic and effective?	85	15	1	0
	2) resourceful and knowledgeable?	85	11	0	14
	3) dependable and reliable?	88	0	0	6
	4) effective in group dynamics?	80	12	1	10
	b. Do you feel that group leaders should be rotated among the small groups?	34	5	50	21

10. Comments on reactions to entire program:
    a. Very inspiring, extremely worthwhile, and most informative.
    b. Rewarding experience; very educational.
    c. Well organized — excellent program.

d. *I found it to be everything I expected. Recommend it highly to anyone looking for facts and insight.*
e. *Most valuable in presenting new ideas.*
f. *It was good to try to have teachers and parents attempt to solve their problems together.*
g. *It helped me to better understand the parents role in the community.*
h. *The program presented the opportunity to hear, firsthand, the different view of "controversial" groups.*
i. *It increased our knowledge of the complex problems.*
j. *More effective than any program I have ever attended.*
k. *It was too brief -- should have been continued for an additional three weeks.*
l. *It acquired higher goals than any organization dealing with intergroup relations.*
m. *This program should be required for every human dealing with intergroup relations.*
n. *I came to the program with a cynical attitude, but the enthusiasm of my group leader was the greatest single force in changing my attitude and making Upgrade meaningful.*
o. *It helped me achieve a greater understanding of self and what is expected of me as a teacher.*
p. *It broadened our understanding and awareness of the parents' interest.*
q. *More effort should be exerted in getting more administrators involved.*
r. *Some of the speakers could have been more specific in terms of our overall needs.*
s. *It was good but it could have been better if the views presented had not been so one-sided.*
t. *Not enough variety of views; no representation of middle-class white parents..*
u. *Not enough empnasis on helping parents understand the problems of teachers.*
w. *The speakers were all biased.*
w. *Very informative, but not very fair. Some people asked all the questions, but many were too shy to voice their opinions.*
x. *It would have been more prosperous if these "Black Riots" had not been occurring at this specific time.*
y. *It was a waste of time.*

11. *How can the program be improved in order to become more effective?*
Comments:
a. *More parents and teachers should be involved.*
b. *Bring in some public school students.*
c. *The session should be held in a school in the ghetto area.*
d. *The outcomes should be more specific.*
e. *Too much emphasis was placed on the liberal side, guests were too idealistic, emotional and personally involved, hence, not objective.*

f. A more balanced roster of speakers, more small group discussions, field trips.
g. The principals should have been presented as guest speakers.
h. A need for more parent-teacher debates.
i. A need to hear more dissenting opinions.
j. Should be located in school convenient to public transportation.
k. More displays and books available.
l. Bring in more resource people, including principals, parents and teachers.
m. Small group sessions should be smaller.
n. Small group sessions should be larger.
o. A definite follow-up program should be scheduled.
p. Bring in more representatives of active groups who are less hostile toward the schools, but effective in getting through to us.
q. Home visitations should have been confined to the slums or other ghetto areas.
r. Place more emphasis on the positive aspects of school-community relations.
s. Show more democracy in conducting this program.